DOCUMENT RESUME

ED 258 952 SP 026 337

AUTHOR Smith, L. Glenn
TITLE Teacher Education at Iowa State University 1868-1982.
INSTITUTION Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
REPORT NO ISBN-0-943206-00-6
PUB DATE 82
NOTE 45p.
PUB TYPE Historical Materials (060)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Agricultural Colleges; *Educational History; *Educational Philosophy; Higher Education; Land Grant Universities; Rural Education; *Schools of Education; *Teacher Education
IDENTIFIERS *Iowa State University

ABSTRACT

This monograph traces the history of Iowa State University from its founding in 1868 to 1982. Following a brief description of the background of teacher training in the ancient world, and its development in Europe and subsequently the United States, the foundations laid for an educational system in mid-western United States are discussed. Iowa State University grew from foundations similar to other land grant universities, and had in common with many of them an emphasis upon agricultural education. The expansion and broadening of the curriculum of the school is described, illuminated in several instances by personal narrative of outstanding teachers and leaders who directed the course of the school as it entered the 20th century. Changes in educational philosophy in Iowa are described, focusing, in part, on the gradual growth of consolidated public schools and the development of colleges and universities to accommodate and train their graduates. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258952

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L.G. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

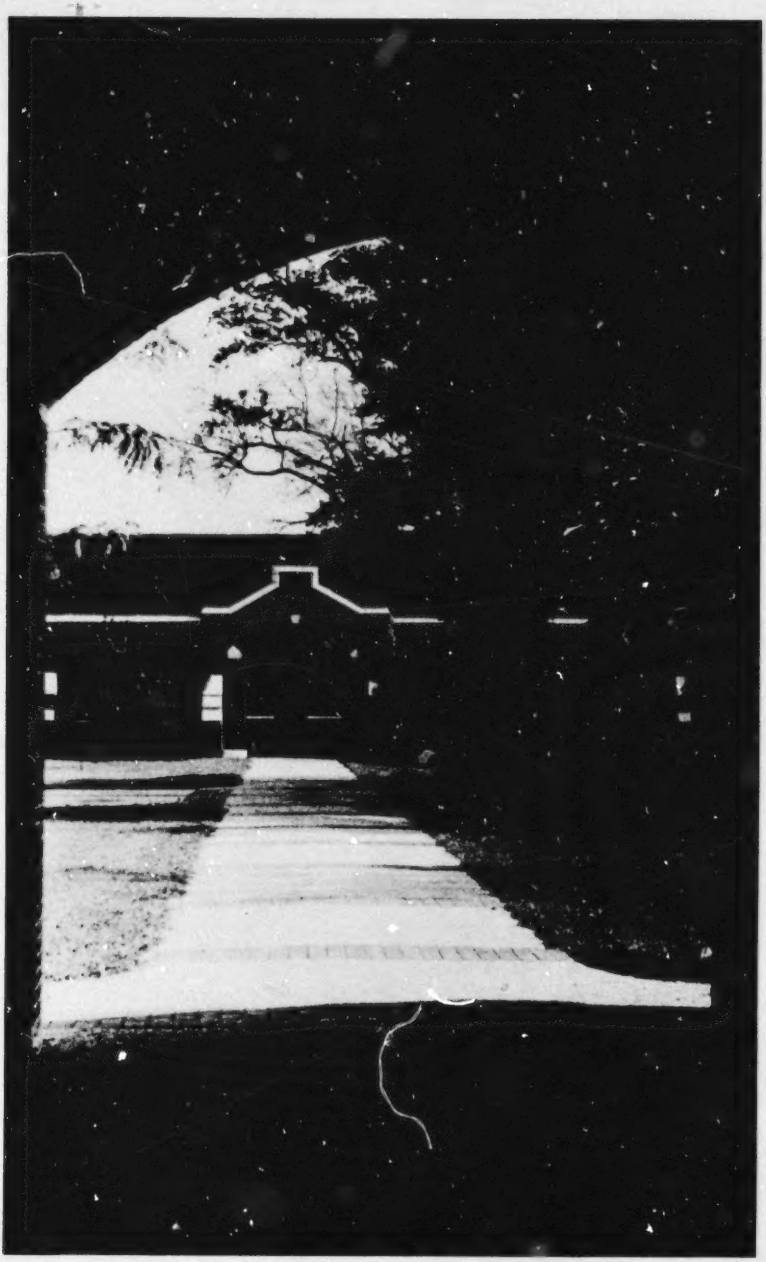
- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Teacher Education at Iowa State University 1868-1982

L. Glenn Smith

Research Institute for Studies in Educatio
Iowa State University
1982
Ames



L. Glenn Smith is Professor of Education, Iowa State University. He specializes in historical, philosophical, and comparative studies in education.

© 1982 by L. Glenn Smith
All rights reserved. Published in 1982
Printed in the United States of America

Library of Congress Cataloging in Publication Data is on p. 38.

Research Institute for Studies in Education

Quadrangle
Iowa State University
Ames, Iowa 50011

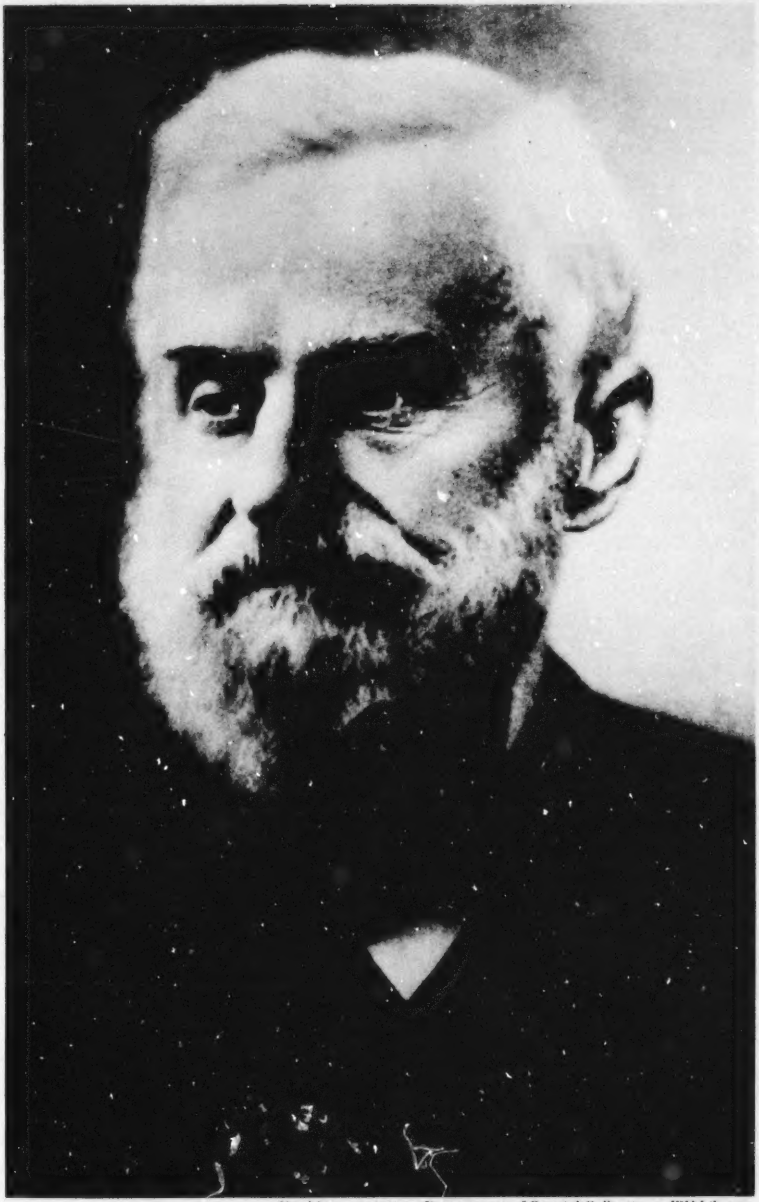
ISBN: 0-943206-00-6

Acknowledgments

A number of people have made particularly helpful contributions to this monograph. Dean Virgil S. Lagomarcino not only suggested the project, but also made files and information available. Richard Warren, Director of the ISU Research Institute for Studies in Education (RISE), ensured publication of this account and made time available from Terry Franco, a RISE research associate. The staff of the Special Collections Department of the Iowa State Library, under the supervision of Stanley Yates, were extraordinarily helpful: Toby Kemp led me to the archival holdings, Becky Seim Owings, Keith Sadler, Betsy Draper, and Maria Valdes answered many questions and helped with the location of photographs. Trevor G. Howe, Coordinator of the College of Education Placement Office, directed me to material on school consolidation. David Kinnett, Manuscripts Librarian at the Iowa State Historical Society (Iowa City) and his assistant, Mary Bennett, made their collection of materials freely available and extended numerous courtesies. I am also grateful to many colleagues in the College of Education who supplied information that I requested. Time and space limitations precluded the use of some of the data they furnished.

I have completed this brief historical investigation with a renewed sense of the importance of staying in touch with the past from which we spring. In fifteen years as a faculty member at Iowa State, I had come to feel a special ethos about the place. Now I understand the roots of what I could only sense but not make concrete to myself before. There are powerful qualities in the fundamentally pragmatic and egalitarian foundations from which this institution has evolved. These are wonderful and solid foundations. I hope despite my own limitations, that Iowa State's special qualities show through the narrative that follows. They are an integral part of the institution's quiet, but important, contributions to the development of education as a field of study.

L. G. S.
March 1982



Used by permission. Department of Special Collections, ISU Library

Adonijah Strong Welch taught pedagogy at Iowa State for eighteen years.

We offer you, then, young gentlemen and ladies, as subjects of study, those sciences that classify the forces whose action brings prosperity to man. . . .We offer you for intellectual nutrition the sciences that are most effectual for general culture, most valuable for the special discipline which will fit you for your future work, and most conducive to the welfare and progress of the world.

—**Adonijah S. Welch,**
Address Delivered at the Opening of the Iowa State Agricultural College, March 17, 1869

Introduction

If you ask education professors which American institution of higher learning first offered pedagogical studies on a continuing basis, those who have had a history of education course will likely reply "the University of Michigan." A few may even recall the date — 1879. That was the year that Michigan established a professorship in the art and science of teaching. Of course some educational historians have long known that the University of Iowa had a chair of didactics six years earlier (1873). Few people seem to have noticed that Iowa State University (then Iowa State Agricultural College) was even earlier by five years, having had a functioning professorship in the "science and art of teaching" from its inception in 1868-69. Indeed, Iowa State may well have been the first institution in America to offer teacher education courses for credit on a sustained basis as part of a four year bachelor's degree program.[1]

[1]Newton Edwards and Herman G. Richie, *The School in the American Social Order*, 2nd Ed. (Boston: Houghton Mifflin, 1963), p. 602, mentions the University of Iowa chair, but then talks about Michigan as a "better" example. As late as 1978, the *Biographical Dictionary of American Educators* still claimed Michigan's professorship was the earliest — s.v. "Payne, William Harold." Payne was the first person to hold the Michigan professorship. The University of the City of New York (now NYU) briefly had a professorship in educational philosophy in 1832; Brown offered normal instruction from 1850-1855; Antioch had some teacher training in the 1850s; none of these efforts was sustained. The terms "chair" and "professorship" were synonymous in nineteenth century America.

Why should anyone care a century later who provided a particular course of study first? In one sense, of course, it is not important which specific institution or state was first or second or third. But information about how an academic discipline or area of professional specialization has developed can be a valuable contribution to the sociology of knowledge and a substantial aid in understanding current issues.

What follows is neither a complete history of pedagogical instruction nor a full account of teacher education at Iowa State University. It is a brief excursion into both areas, written 114 years after pedagogical courses started at Iowa State, to commemorate the dedication of the remodeled Quadrangle as the permanent home of the College of Education.

The Background of Teacher Training

Human beings have been showing each other how to do things for a long time, at least two million years if one accepts Louis and Mary Leakey's findings.[2] The earliest evidence of people who specialized in teaching dates from about 2900 B.C. in Sumeria.[3] Education for the Sumerians, Egyptians, Greeks, and Romans was an entrepreneurial undertaking; the concept of being *certified* as competent to teach was foreign to the enterprise. People learned the skill by watching how others did it. Their incomes depended on what they could convince pupils or their parents to pay.

The notion of having an established course of study and a process for certifying mastery of it before allowing people to teach emerged as part of the incipient university development of the eleventh to fourteenth century period. Masters at Paris incorporated (formed a *universitas*) to force the chancellor of Notre Dame to license as new teachers only people whom they approved. When law students at Bologna organized to demand their rights, professors responded by setting a stiff ten-year course of study before students could become doctors (from *docere*, that is, to teach). The final year of the course of study at both Paris and Bologna involved practice teaching in which students had to present sample lectures.[4]

---

[2]Richard E. Leakey and Roger Lewin, *People of the Lake: Mankind and Its Beginnings* (New York: Anchor Press/Doubleday, 1978).

[3]Christopher J. Lucas, "The Scribal Tablet-House in Ancient Mesopotamia," *History of Education Quarterly* 19 (Fall 1979): 305-32.

[4]Hastings Rashdall, *Universities of Europe in the Middle Ages*, ed. by F. M. Powicke and A. B. Enden 1 (New York: Oxford University Press, 1936): 220-31, 278-83, 457-65. The undergraduate degree in France is still called the *license*.

If the heart of the university movement was teacher training, it was in only a few subjects — "the arts" (especially Latin grammar, rhetoric, logic) and the "higher faculties" of law, theology, and medicine for which the arts course was preparatory. Newer subjects, such as vernacular literature and art, and still later the natural sciences, found their way into the university's offerings slowly and against considerable resistence.

By the time of the Protestant revolt, and the Roman Catholic counter-reformation, the universities and the classically oriented preparatory schools were generally associated with the elite classes of society. The move to provide basic vernacular instruction for the masses was widely regarded as charity for the lower classes and, therefore, inferior. Only a few of the people who trained in classical schools and universities cared to teach in the low status folk, or people's schools. It quickly became obvious that teachers for the masses would have to come from somewhere else.

Among the several early responses to the problem of how to get teachers for the "commoner's" schools was one from a well-to-do canon of the cathedral in Reims, France. John Baptist DeLaSalle founded in the 1680s a lay order called The Brothers of the Christian Schools *(Les Frères des Écoles Chrétiennes)*. Their mission was to offer quality instruction to the poor. DeLaSalle thought and wrote about method, curriculum, and organization, and he gave a course of instruction to his compatriots. He called this a *normale* (as in ordinary, common) course. The Christian Brothers were to have great influence on French primary education, but most of them came from lower class families and were ridiculed with the nickname *Les Frères Ignorantins* — the ignoramus brothers. They quickly learned what many elementary teachers were to discover later — that people wanted their services, but didn't accord them a very high status.[5]

Within a few years, August Herman Franké took a leaf from DeLaSalle and began offering a training class for teachers at Halle. In 1735 Johann Julius Hecker initiated a seminary for teachers in Stett. Thirteen years later, he started a similar "normale" in Berlin. After he moved this latter institution to Potsdam, it became something of a model for other European teacher training approaches.[6]

W. J. Battersby, *History of the Institute of the Brothers of the Christian Schools in the Eighteenth Century* (London: Waldegrave, Ltd., 1960). I wish to thank Brother Dominic E. Everett, a Ph.D. candidate at Loyola University of Chicago, for letting me see his unpublished paper titled "The Christian Brothers and French Education in the 18th and 19th Centuries."

Cyclopedia of Education, s.v. "Education, Academic Study of."

The American colonists had brought with them European ideas and institutions, but a variety of forces gradually produced changes. Some of these were due to the frontier conditions they found; some were brought about by their own backgrounds and what they wanted. Immigrants certainly hoped for a better life than they had anticipated in their original homelands. Central to these hopes was the expectation of more schooling for their children — more than they would have had in the country they had just left. As Fredrick Jackson Turner and some other historians have noted, egalitarianism seemed to find a ready environment on the American frontier. The "common school" began in Europe as an institution for peasants. In America during the nineteenth century, the meaning changed to a school that would be the same for *all* people, whether attended by poor or rich, white or black, male or female.

The movement to create free, compulsory, public, *common* schools had a wide base of geographic support, but in states like Pennsylvania, Ohio, and Iowa there was a particularly strong impetus for this and related changes. The metaphor of the times for those who agreed with more equality, more practicality, and less elitism in schooling was the "friends of education." Naturally, it was the "friends of education" who thought of and applied the label. Anyone who did not agree with their program was, by implication, an enemy of education. Of course the slogan distorted reality, but it was an effective propaganda device for those who coined it.

The "friends" group tended to share a number of beliefs in addition to their advocacy of schools. They were usually temperance advocates, mainstream to liberal protestants, neutral to abolitionist on the slavery issue, in favor of penal reform and better treatment of the insane, and neutral to moderately favorable on the issue of universal suffrage and women's rights. For three decades after the mid 1850s more often than not they were found among the ranks of the Republican party, though no single political party ever had a complete monopoly. More than a few of the men were Masons.[7]

The Iowa Heritage

Iowa immigrants were heterogenous in ethnic background and geographic origin, but most communities and towns had a

---

[7]The common school movement has not yet been satisfactorily researched. Information for this American educational development is scattered in state and territorial histories; biographies, diaries, autobiographies, and personal papers; nineteenth century educational periodicals; state, local, and university archives; and annual reports and correspondence of the first four United States Commissioners of Education.

contingent of "friends of education." Log cabin schools were common even in pre-territorial days, although there was no power to levy taxes until after statehood in 1846. A number of Iowa's territorial and early state officials were ardent supporters of the common school movement. Robert Lucas, the first territorial governor, called for "a well digested system of common schools" in his first state paper. Lucas' private secretary, T. S. Parvin, was a tireless "friend of education." In the 1850s, after statehood, Governor James W. Grimes renewed the common school campaign with help from a number of people.[8]

In the long run, the "friends of education" largely carried the day in Iowa, but in the 1840s and 1850s it was not clear that this would be the case. There were two general sources of opposition, one ideological, the other financial. In the matter of beliefs, Iowa had every brand of opinion, including some anti-black, pro-confederacy feeling. Probably more significant was the fact that very many early settlers were financially strapped. Ultimately, their hard work and the rich Iowa soil would change that, but the early years were difficult. Even if the crops escaped the ravages of nature — which they often did not — getting farm produce to market was a real challenge prior to the coming of the railroads. To find money for an elaborate public school system seemed impossible to many legislators before the Civil War.[9]

In view of the conditions, it is not surprising that educational arrangements seemed to hang in the balance for a time. In 1840 the territorial legislature created the office of state superintendent of public instruction, but abolished it the following year. The first constitution called for a state university to be at the pinnacle of the common schools. Thus, the office of state superintendent of public instruction was resurrected in 1846, but for several years no money for it was available. In 1849 the legislature decreed that three normal schools should be built at Andrew (Jackson County), Oskaloosa, and Mt. Pleasant. The one at Andrew opened in 1849 and Oskaloosa got underway in 1852.

---

[8]T. S. Parvin, "History of the Early Schools and Education in Iowa, 1830-59," *Iowa Normal Monthly* 12 (February 1889): 262-79; Leonard F. Parker, *Higher Education in Iowa*, Bureau of Education, Circular of Information no. 6, 1893 (Washington, D. C.: U. S. Government Printing Office, 1893); Clarence Ray Aurner, *History of Education in Iowa* 1 (Iowa City: The State Historical Society, 1914).

[9]On Confederate sentiment, see David L. Lendt, *Demise of the Democracy: The Copperhead Press in Iowa, 1856-1870* (Ames: Iowa State University Press, 1973); Parvin, p. 280, details the financial difficulties. Arnie Cooper, an ISU doctoral student, graciously let me have access to his unpublished paper "Stony the Road We Trod: Public Education and Blacks in Iowa, 1838-1860."

Both operated for a few years and then closed for lack of money. Mt. Pleasant was never organized.[10]

The state university struggled into existence during this period under the most severe handicaps. After a considerable wrangle over location, Iowa City won with the argument that the seat of state government was moving so the old capitol building could be used for the university. The capitol did not move as quickly as expected, however, and when classes opened briefly in 1855 the university had no building. The fledgling institution, which operated on a shoestring until 1858 when it closed for a time, had three departments: normal, preparatory, and collegiate. Girls had to be twelve to enter and boys fourteen. Almost all the students were in either the normal or preparatory departments, because hardly any of them was ready for even the beginning level of collegiate instruction. This, and the fact that virtually all the students were from the immediate vicinity, led people then, "and for years afterward," to jokingly refer to the university as the "Johnson County High School."[11]

The Friends of Education and Agricultural Improvement

In addition to the people who were preoccupied with the development of a common school system, there was a related group of Americans who wanted to expand and upgrade agricultural and industrial education. To some extent, the two movements were overlapping. In 1840, for example, ninety-six people petitioned Congress for a "department of agriculture and education" to be located in the nation's capital. Teachers in each community were to collect information about agricultural production and methods and send it to the department in Washington. In turn, they would receive reports and become advanced agents in each community for the latest approaches in successful farming.[12]

Nothing came of this petition, but two decades later proponents of a department of agriculture, the Morrill Act for land grants to support agricultural and industrial education, and of a department of education all found their political support primarily in the newly formed Republican party. The Department of Agriculture and the Morrill Act both became law in 1862. The Department of

---

[10]Cf. Parvin, pp. 281-86 and Parker, pp. 78-79.

[11]Parker, p. 81: "The State university consists of 66 children in the common branches" was Parker's note to himself when he stood in the recitation rooms in Iowa City at the beginning of the 1856 school year.

[12]U. S., Congress, Senate, *Petition of Joseph L. Smith and others, praying the establishment of a Department of the Government, to be called the Department of Agriculture and Education*, 26th Cong., 1st sess., 1840, no. 181, vol. 4. Original in Record Group 46, National Archives, Washington, D. C.

Education was created five years later. People like James A. Garfield of Ohio and Justin S. Morrill of Vermont were active promoters of all three legislative campaigns.[13]

Despite this common base of political agreement, the particular people involved in leading the agricultural and educational reforms were often not the same. Usually, people were centrally involved in only one of the movements and merely agreeable to the other. An important reason for this was that the agricultural group found their constituency overwhelmingly in rural America; the friends of the common school were primarily city oriented. In general, the two groups agreed on most topics, but there was potential for conflict over social class and economic differences. These would show up in states like Iowa in reference to taxation and school consolidation issues.

Benjamin Gue was the originating force and guardian angel of the new college.

Used by permission, Department of Special Collections, ISU Library

B. F. Gue and the Iowa State Agricultural College

Several pioneer Iowa farmers, fearing that the faltering state university in Iowa City would be unresponsive to agricultural interests even if it did finally get successfully launched, pushed a measure through the General Assembly in 1858 to buy a farm for the purpose of starting an agricultural college. One of the key people in getting the measure through the legislature was Benjamin Gue, a young man who had recently arrived from New York. Originally, Gue was only one of several farmers who sponsored the legislation, but in the long run he would be the organizing force and guardian angel of the new college.[14]

---

[13]Earle D. Ross, *The Liberal Republican Movement* (New York: Henry Holt, 1919) and Ross, *Democracy's College: The Land-Grant Movement in its Formative Stage* (Ames: The Iowa State College Press, 1942); Edward Danforth Eddy, Jr., *Colleges for Our Land and Time: The Land-Grant Idea in American Education* (New York: Harper & Brothers, 1957); Glenn Smith, "Founding the U. S. Office of Education," *Educational Forum* 31 (March 1967): 307-22.

[14]Earle D. Ross, ed., *Diary of Benjamin F. Gue in Rural New York and Pioneer Iowa, 1847-1856* (Ames: The Iowa State University Press, 1962); Ross, *A History of the Iowa State College of Agriculture and Mechanic Arts* (Ames: The Iowa State College Press, 1942), pp. 14-17, 19-20, 24-25, 28-29, 32-33, 42-43, 51-58, 75-76; *Dictionary of American Biography*, s.v. "Gue, Benjamin F." Gue (pronounced like "way") had no middle name, so he arbitrarily used the letter "F."

Benjamin Gue was not quite thirty years old and had been in Iowa only six years when he helped get the agricultural college bill through the legislature. He was the oldest son and second of six children born into a Quaker family in eastern New York. He grew up on a farm in the western part of the state, becoming largely responsible for the farm at the age of ten when his father died. The only education he received beyond the district school was a winter term in each of two different academies — one of them being a normal school. He "kept" a district school for a few months in the winter of 1851-52 before heading west. He was apparently an intelligent and successful teacher, but did not enjoy the work because some of the parents expected him to whip. He decided he would rather farm in Iowa.[15]

Benjamin and a younger brother bought a quarter section of land near Davenport. They did well, and by 1855 both had sizable farms. The elder brother married in November 1855. Three months later, he was a delegate to the organizational meeting of the Republican party in Iowa City. The following year he was elected to the lower house of the General Assembly. This brought him the opportunity of working for the agricultural college bill. After two terms in the House, he was elected to the Senate. In 1865, Gue moved to Fort Dodge where he bought and edited the *Fort Dodge Republican* (renamed the *Iowa North-West*). In 1865, Gue began a term as lieutenant governor and the following year became head of the board of trustees of the agricultural college.

As soon as the Iowa legislature had accepted the terms of the 1862 Morrill Act, giving the state 240,000 acres to support agricultural and industrial education, some Iowa City interests made a move to get the land. Gue and others defeated this, and secured a state appropriation to build Iowa State's first academic building. This was part of the provision of the Morrill Act.[16]

That first building, later to be called Old Main, took longer to build and cost more than originally estimated. There were difficulties with materials and with architects, so the college could not open until 1868. The delay gave Gue time to search for the right president. He wanted a person who was not only an abolitionist and believer in mass education, but also someone who believed in elevating scientific and industrial studies to a place at least equal to the classics. He was also determined to have a president who was committed to equal educational rights for women. These were among his most cherished beliefs. Anyone could be president of the United States (and had been) Gue thought, but it would take a very special person to successfully run the college in Ames.

---

[15]Ross, *Diary of Benjamin F. Gue*, pp. 93-94.
[16]Parker, pp. 88-89.

Gue headed a committee to look at other agricultural and scientific schools and to search for a president. Of all the places the committee visited, Michigan State came closest to Gue's ideal agricultural university. While in Michigan, the visiting committee learned about Adonijah S. Welch. He was then in Florida, but he had been principal of the state normal school in Ypsilanti for several years before going there. He turned out to be just the man for the job.[17]

Adonijah S. Welch and Pedagogy at Iowa State

Iowa State's first president was born in Connecticut and grew up there, but left when he was eighteen to attend the new University of Michigan. Graduating in 1846 as part of the second class, he studied law, but became principal of Michigan's first union (graded) school instead of practicing as an attorney. After two years as a principal, Welch tried his hand at gold prospecting in California. When he returned from the West, he accepted the Ypsilanti principalship. In 1865 he left that position to go into business in Florida with his wife's brother. After both his wife and her brother died there, he married Mary Beaumont Dudley from Jonesville, Michigan — the town where he had been a school principal. She was the widow of a Ypsilanti colleague. Like her new husband, she was well-educated and an ardent advocate of women's rights. She would have an important part in helping the new "people's college" in Iowa get started.[18]

When the Iowa State committee offered Welch the college presidency, he had just been elected to the U.S. Senate by carpetbag elements in the Florida senate. He accepted the Iowa position with the understanding that he could finish a short term in the Senate. Welch and his family moved to Ames in October 1868. They found forty-five students and a nearly finished building. Adonijah Welch proposed to the board of trustees a plan of organization, including a preparatory term, and left for Washington. Mary Welch taught his classes and greeted visitors in his absence.[19]

During A. S. Welch's few months as U.S. Senator, he spoke out against racial discrimination and for equal pay for women govern-

---

[17]Gue's account of this period is given in the *Second Report of the Trustees of the Iowa Agricultural College, to the Governor and General Assembly of Iowa, Containing a History of the College from its Inception to the Present Time....January 27, 1868* (Des Moines: F. W. Palmer, 1868), pp. 5-17.
[18]*Dictionary of American Biography*, s.v. "Welch, Adonijah Strong"; Ercel Sherman Eppright and Elizabeth Storm Ferguson, *A Century of Home Economics at Iowa State University: A Proud Past, a Lively Present, a Future Promise* (Ames: Iowa State University Home Economics Alumni Association, 1971), pp. 10-26.
[19]Ross, *A History of Iowa State College*, pp. 60, 62, 152-55;

ment employees. His last speech in the Senate was in support of continuing the U.S. Office of Education. This agency was a favorite of the "friends of education," and Welch's support helped save it from extinction.[20]

Welch's original plan of organization included an agriculture department, a mechanic arts (engineering) department, an arts and sciences (liberal arts) department, and a normal department. The latter was "to give special training to those of both sexes who choose to teach, either for a long or a limited period in the schools of the state." Welch's plan differed from those of other major degree granting institutions in that the normal course was *not* lower than collegiate level.[21] Both the State University of Iowa (back in operation since 1860) and the Michigan State Agricultural College near Lansing had normal departments, but theirs were in lieu of the preparatory course and did not even lead to college admission. At Iowa State the normal course of study included the "branches common to all the other departments" (that is, such subjects as algebra, trigonometry, general chemistry, botany, mechanics, physical chemistry, psychology, and constitutional law).[22] Welch wanted the normal course to include methods of teaching, school organization and procedures, developmental and educational psychology, organization and methods of instruction in the primary grades, educational philosophy and a careful review of all the material taught in the "common branches" — that is, roughly kindergarten through eighth or ninth grades.[23]

Welch returned from Washington in 1869 in time for the March 17 official celebration of the opening of the first regular term of the college. It was a pleasant day; an assembly of visitors (variously estimated at seven to twelve hundred people), crowded into the new building for a "substantial repast of roast beef and suitable accompaniments" and to hear speeches.[24] Gue brought

---

[20]U. S., *Congressional Globe*, 40th Cong., 3d sess., 1869, pt. 3, p. 1542.
[21]A. S. Welch, *Plan of Organization of the Iowa State Agricultural College* (Des Moines: F. M. Mills, 1869), copy in the Welch Papers, Archives, Iowa State University Library. Ross (*A History of Iowa State College*, pp. 139-40) was a careful historian, but missed the fact Welch made the normal course part of the collegiate elective program. Various German universities (at Göttingen, Königsberg, Helmsted, Heidelberg, Kiel and Jena) offered pedagogical seminars in the late eighteenth and early nineteenth centuries.
[22]The University of Iowa changed their program in 1873 by making the pedagogical course elective at the senior year. They dropped the word "normal" shortly after that point. Welch's educational thought is shown in his *Talks on Psychology* (New York: E. L. Kellogg, 1888) and *The Teachers' Psychology* (New York: E. L. Kellogg, 1889). They demonstrate that he was familiar with European and American educational philosophy.
[23]Welch, *Plan of Organization*, pp. 4-10.
[24]"Dedication of the Iowa State Agricultural College, Story County" Iowa *State Register*, 19 March 1869.

out some tough rhetoric about "usual colleges" being for the sons of the wealthy while children of "a 'small fisted farmer' or 'greasy mechanic' or 'common laborer'" were financially and socially excluded. "It is one of the chief aims of this College," Gue reminded his audience, "to break down these barriers which belong to the darker ages of the past, and open these doors to any of God's people, whether high or low in social circles, rich or poor, white or black, man or woman."[25] Welch followed with an address, delivered in the classical oratorical style for which he was noted, justifying the "new education" and explaining at length why women were to be admitted on an equal basis with men. Apparently this latter point required a good deal of justification.[26]

Iowa State opened, at least in the eyes of those most responsible for its inception, as an institution dedicated to reform, and — as President Welch reminded his audience — "the great obstacle to all reform is prejudice,... the prolific parent of obstinancy, bigotry, cruelty, and hate."[27] One of those prejudices was the denigration of teacher education. If the "new education" could include knowledge of how to breed better hogs, or grow more corn to the acre, or improve the design of a plow, it could also deal with how to manage a household or teach school effectively. The measure of which subjects should comprise the curriculum would no longer be whether they had been studied in college traditionally, but rather "their comparative usefulness."[28] There would be more emphasis, as Gue put it, on "those branches [of study] which relate to the present, with its boundless fields unexplored."[29] Iowa State was operating on a pragmatic philosophy of education more than three decades before the movement became popularly attributed to John Dewey and William James.

Welch included in his list of professorships for the new college one in the "science and art of teaching."[30] In addition to his many other duties, Welch taught the pedagogical course for eighteen years. He was as well qualified as anyone in the country. During

---

[25]*Addresses Delivered at the Opening of the Iowa State Agricultural College, March 17, 1869* (Davenport, Iowa: Gazette Premium Book and Job Printing Establishment, 1869), pp. 5-15. Representatives of the "usual colleges" resented Gue's declaration that literary colleges taught students to "abhor labor and despise the laborer." Parker, p. 66.

[26]Gue noted in his *History of Iowa from the Earliest Times to the Beginning of the Twentieth Century* 3 (New York: The Century History Company, 1903): 26-27 that "strong opposition had been made to the admission of women," but he does not give details. The Board of Trustees vote to admit women was nine to three.

[27]*Addresses Delivered at the Opening of the Iowa State Agricultural College*, p. 24.

[28]Ibid., p. 29.

[29]Ibid., p. 10.

[30]Welch, *Plan of Organization*, p. 9.

the first regular year (1869) of the college's operation, one hundred students completed President Welch's normal course, more people than in any other course. For the next few years about fifty to sixty people took the course annually. By the mid-seventies, Welch dropped the term "normal," but he continued the same pedagogical topics under the label of "psychology."[31]

The reason for Welch's taking the word "normal" out of his course title is not clear. Later squabbles over "duplication" in the three state institutions of higher education suggest the possibility that someone at Iowa City may have objected, but there is no evidence of this.[32] In fact, the state university had been so embarrassed by its "Johnson County High School" image that in 1873 most of its normal course of study was dropped. (Professor Samuel N. Fellows offered one course in didactics to seniors, but only a few people took it.)[33] Whatever Welch's reason, his course continued to thrive. "After the student has taken psychology under Dr. Welch he is better prepared for teaching than graduates of most normal schools," declared an editorialist in the *Aurora* in 1887.[34]

"Swinging the Birch" for a Winter Term

How many of Iowa State's nineteenth century students went into school work? There is no precise information on this point, but the indication is that the number was fairly large. An *Aurora* editor estimated in 1884 that 90 percent of the students taught between terms to support themselves. He and several other Iowa Staters were planning to spend the winter "swinging the birch in Illinois." Until about the turn of the century, the academic year ran from March to November, leaving a three month winter vacation. This in fact was the usual college calendar through much of the nineteenth century. Students at Iowa State used the winter term to teach school to help pay their expenses (just as

---

[31]*Third Biennial Report of the Board of Trustees of the State Agricultural College and Farm, to the Governor of Iowa and the Thirteenth General Assembly* (Des Moines: F. M. Mills, 1870), pp. 8-9; L. David Weller, Jr., "A History of Undergraduate Teacher Education Programs at Iowa State University, 1869-1968," (Ph.D. diss., Iowa State University, 1975), pp. 72-78; and Weller, "Bootlegging Teacher Education: Iowa Agricultural College, 1869-1901," *Educational Studies* 9 (Fall 1978): 267-74.

[32]The issue of duplication first came up officially in the late 1890s and then cropped up from time to time for about thirty years.

[33]Parker, pp. 95-96.

[34]The same writer noted that Iowa State was producing a surprising number of teachers and school administrators. "Editorial," *Aurora* 16 (May 1887): 72-73.

students at Harvard and other colleges had done earlier).[35] The practice was so common at Iowa State during the first two or three decades that many people who did not continue in school work after graduation neglected to mention their winter teaching in later vitae. A poll of Iowa State alumni in 1895 revealed that of the 679 living graduates, 78 were reported as teaching in public schools and 35 of these were "principals or in high school work." About half the teachers in the survey were women. The number of people teaching did not include any of the 73 women who may have taught before they got married. The only other occupational group with more people in it was that of engineers with 99 people. Only 17 alumni reported farming as their means of livelihood.[36]

Of the nineteenth century graduates, four may be quickly cited as examples: Florence Brown Martin, Charles H. McGrew, Carrie Lane, and Maria M. Roberts. Of course, each person was unique, but this small sample is in many ways representative and, taken as a group, illustrates some important points.

Florence Brown was born in Delaware County, Ohio in 1852. She had started at the Delaware Female College, but left it to accompany her parents to Iowa in the late sixties. What she did for the next several years is not specified in extant records. She probably taught part of the time. At some point she married someone named Martin, but nothing more is recorded about this. In 1875 she entered Iowa State "already a woman of years" (at age 23!). "She soon came to occupy a position of quiet helpfulness in the intellectual, social and religious life of the college." After graduation in 1878, she took a course in physical training at Adelphi Academy in New York and pursued some Chatauqua work. She returned to Ohio as principal of schools in Wheatland, Clinton County, and then took a similar position in the Garfield Schools in Ottumway, Ohio. From there she went as principal to Astoria, Oregon. After five years in that position, she became vice-principal of the "failing" school in Portland. (We would call this a special education institution today.) She was well known in the state when in 1895 she "was striken with a fatal illness." After a large public funeral in Portland, she was buried near her original home in Ohio. "Like many another noble woman [in] the teacher's profession," an Iowa State necrologist wrote of her, "she gave her life to her work. She bartered her vital energies for a paltry salary and [the] limitless good she might do."[37]

---

[35]The quotation is from the *Aurora* 12 (November 1884): 202. George B. Emerson, who organized and taught the first high school in Boston in the 1820s, noted that he and many other students at Harvard taught winter terms of school at the beginning of the nineteenth century. See "Reminiscences of an Old Teacher," *New England Journal of Education*, 5 February 1876, p. 61.

[36]Jennie McElyea Bever, "Alumni History," *I. A. C. Student*, 13 June 1895.

[37]E. W. Stanton, "In Memorium," *I. A. C. Student*, 13 June 1895.

Charles H. McGrew and Carrie Lane were members of the same graduating class (1880). McGrew was born in 1856 near Sigourney, Iowa and attended one of the state's several hundred one room log schools. Carrie Clinton Lane was born in Ripon, Wisconsin in 1855. Her parents moved to a farm near Charles City, Iowa in 1866. McGrew attended high school in Wyandotte, Kansas while working to pay for his board there. He graduated in two years and spent one year teaching before entering Iowa State in 1875. Lane graduated from Charles City High School after three years, but her father opposed her going to college. However, "she showed a marked disinclination to accept conventional patterns of female inferiority or weakness." She taught for a year to get enough money to enroll at Iowa State. She entered in 1877 and did well enough on the entrance examinations to be classified as a sophomore. She earned her way to a degree by working in the library and washing dishes. All students at Iowa State had to work for two or three hours/day in those years anyway. McGrew left Iowa State in September 1876 for the Military Academy at West Point. He got measles there and dropped out after one year. After serving briefly as principal of the What Cheer High School, he returned to Iowa State where he did well. At this point the two careers must be sketched separately.[38]

Charles McGrew attracted the special attention of Adonijah Welch. After graduation, he stayed on for a post graduate course with Welch. He had already done extra work with him during his junior and senior years. McGrew also did two years of graduate study at New York University in educational psychology and philosophy. In 1884 Iowa State granted him the degree of Master of Philosophy, apparently the first graduate degree given by Iowa State for a pedagogical major.[39] McGrew "saw the crying need of reform in the methods of elementary education and resolved to devote himself to their study and improvement." In 1885 he moved to California and spoke all over the state on the "deep questions which underlie the art of successful teaching." As the exponent of "a new educational gospel" which opposed the "mechanical educational methods of the day," he started in 1890 the California School of Methods. We are assured by one of McGrew's Iowa State friends that "the school was largely attended and soon took rank as a unique and important factor in the

---

[38]Ibid. Also, *Dictionary of Notable American Women*, s.v. "Catt, Carrie Clinton Lane Chapman."

[39]McGrew's thesis topic is not listed in the faculty minutes in which his program of studies was approved (General Faculty Minutes, 1879-1889, p. 142, Archives, ISU Library), and no copy is extant in the library, but the degree did include a thesis and a final oral examination.

educational upbuilding of the state." McGrew died in September 1894 of tuberculosis. Apparently, he had been anticipating this end to his life for some time.[40]

Carrie Clinton Lane (Chapman Catt) "showed a marked disinclination to accept conventional patterns of female inferiority or weakness."

Used by permission, Department of Special Collections, ISU Library.

Carrie Lane at first intended to become an attorney when she graduated. Instead, she accepted an offer to be principal of the high school in Mason City. Two years later she became superintendent of schools in Mason City.[41] In 1885 she resigned to marry Leo Chapman, owner/editor of the *Mason City Republican*. They edited the paper together, and intended to buy a newspaper in California in 1886, but unfortunately Leo Chapman died of typhoid shortly after getting to the western state. Carrie Chapman worked for a year as a reporter in San Francisco. There she renewed a friendship with George William Catt, an Iowa State alumnus whom she had known in college. They were married in 1890 and moved to New York. George was a civil engineer who did well financially and who approved of Carrie's lecturing on and working for woman's suffrage. Carrie Chapman Catt, as she came to be known, succeeded Susan B. Anthony as the head of the movement to secure women's rights. She was an extraordinarily effective organizer, speaker, and strategist. "It is to Mrs. Catt, more than to any other single figure besides Susan B. Anthony," one biographer has written, "that American women owe their right to vote."[42] In 1921 Iowa State conferred an honorary doctorate upon her. Several other colleges and universities bestowed honorary degrees as well.

---

[40]Stanton, "In Memorium."

[41]Kate Stevens Harpel graduated from Mason City High School in 1885. "Carrie Lane Catt was the principal when I entered and it was largely my admiration for her that led me to Ames." Kate Stevens graduated from Iowa State in 1890 and taught and administered schools for several years before taking an M.D. from Iowa City. She was in general practice in Boone for many years. *Biographies of the Class of 1890 as Compiled for the 50th Anniversary*...(Ames: Printing Department of Iowa State College, 1940), copy in the Archives, Iowa State University Library.

[42]*Dictionary of Notable American Women*, s.v. "Catt, Carrie Clinton Lane Chapman."

Maria Mabel "Minnie" Roberts helped pay her way through four years of Iowa State by teaching winter terms of school.

Used by permission, Department of Special Collections, ISU Library

Maria M. Roberts was born in 1867 at Dunlap in western Iowa, just as the railroad was being built there. Her father had come to the area in the late fifties from Connecticut and her mother in 1860 from Michigan. Maria's parents met before the Civil War, but did not marry until after her father returned from army service. In the meantime her mother had taught school and "boarded round." The couple was married in 1866 and settled down to farming near Dunlap. But here let Maria tell the story in her own words:

[My parents] always took much interest in the Sunday School, the Church and the public school. They...always were on the lookout for the best possible teachers in our country school. Many times young men or women who were teaching for a year or two before finishing college were put in charge there. By the time I was fifteen there had been a high school established in Dunlap and I attended there for two years, graduating a little before I was seventeen. Most of the year I went to school from home either driving or going on horseback the 3½ miles, but in the coldest weather I stayed with a cousin in town.

The one thing that seemed to be forever hanging over our family was the fact that there was a mortgage on our farm, so when they said that they could not afford to send me to college and that anyway my mother really needed my help with all the milk, and the chickens and hired hands to feed, I did not seriously think of the possibility of going to school again.

However, in the beginning of 1887, my father came home from town one day, and called my mother and me into a conference. He said he had had a long talk with Mr. Gilchrist, one of our neighbors, who had convinced him that even at some sacrifice parents should give their children at least one year of college training. He had sent his daughter Nellie to Ames one year. She had been out two years teaching, had saved her money and was going back again in February, and he thought I should go with her. So it was decided that my father would some way get the money (it took $180 that first year) and my mother would manage without me. My Aunt Emma came and made me a new dress, fixed up my old ones, and I was off.

My father went with me on the train and there saw a friend of his with a young girl. He said, "Yeisley, what are you doing here?" It turned out that Mr. Yeisley was taking his daughter, Matie, to Ames and that was my introduction to my first roommate. When we reached Ames that night a small horse-drawn bus was there to meet the train, and being told that my belongings would follow in a wagon, I, with enough other strange young people to crowd the bus, started for the campus. The Yeisleys stayed at the West Hotel in Ames.

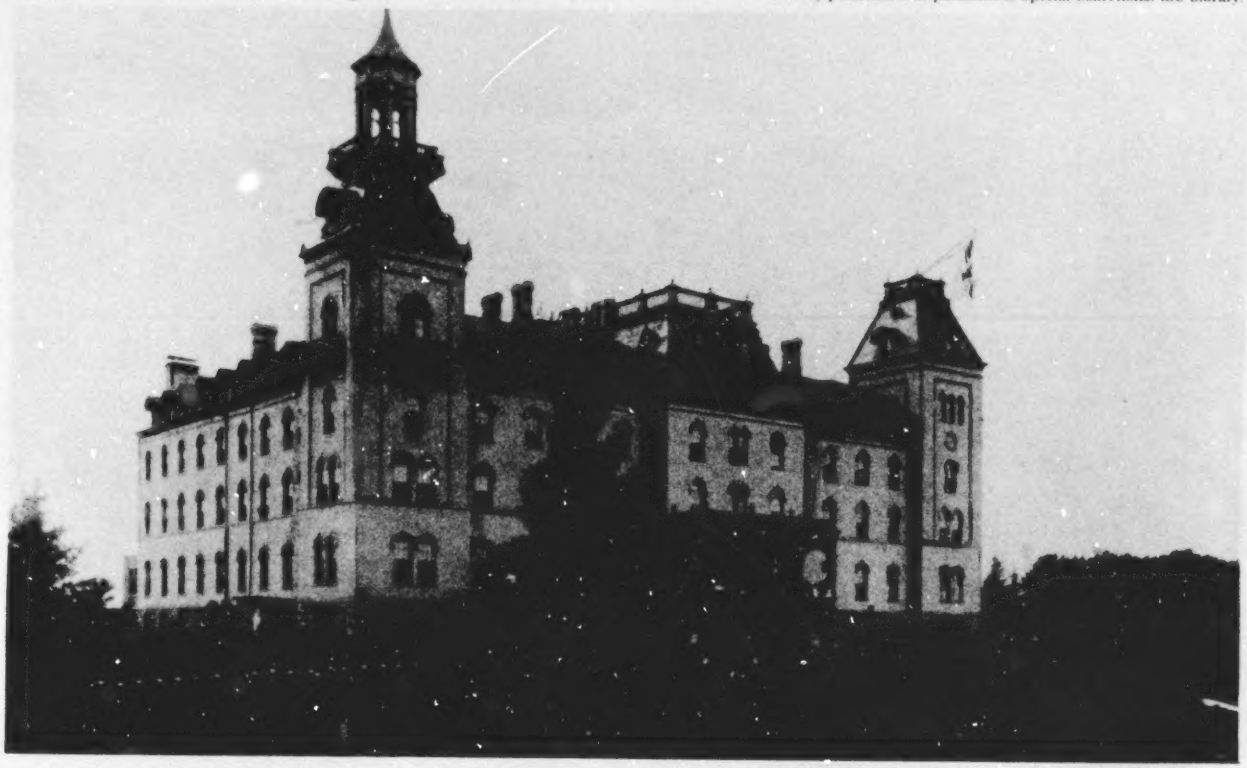
Miss Blood was the preceptress and took the new girls in charge. I was much distressed when I learned that the wagon which was to bring my trunk with the bedding I had been told to have with me had decided to postpone the trip until the next morning. I shall never forget the two girls, Stella Wagner and Annie Bowie, who took me in and fixed me up for the night. Next morning, Mr. Yeisley came out with Matie and we were told that we two, with Nellie Gilchrist and another Harrison County girl, were to be assigned together in a large room on the east side of Old Main. In a few days we learned that May Brodhead had decided to leave school and marry Harry Wallace (later Secretary of Agriculture) and that left a vacancy to which Nellie Gilchrist was assigned, so our room now had only three.

Used by permission, Department of Special Collections, ISU Library

For more than twenty years almost all the college, including dormitories, was concentrated in Old Main.

Company G was a "voluntary company of girls with uniforms, manual of arms with spears, and much marching in the open air." Old Main is in the background.

Used by permission, Department of Special Collections, ISU Library.



In those days students entered from high school, by examination, or on probation. Our third roommate was one of this probation group. After about a month she came to the room in tears, stating that her mother was sick, she must take the next train home and would I lend her $5. I did this and have never seen her nor the $5 since.... Matie and I now had the big room all to ourselves. That was the transition period from beds with straw ticks to cots and mattresses. One of my first memories of the campus is of the procession of boys coming from the barn on the east side of the campus toward our building each with a huge straw tick on his head, which he was bringing for one of us girls or for himself....

Almost all the college was concentrated in Old Main. Here were all the dormitories for women, most of the dormitories for men, many of the classrooms and offices of administration. Here, too, were the library, the dining room and kitchen, and the general auditorium of the college which was the chapel each day and on Sunday and a place for occasional lectures and concerts by outside visitors....

We all ate our meals in the same dining room....Some tables were for boys, some for girls, and some we called "mixed tables" at which the men of the upper classes who desired might invite the girls to join them. Many life-long friendships were formed in the old dining room. Then there was an occasional picnic — carefully supervised but off the campus and usually by a big bus. There was also one big social event each year and this was when Colonel and Mrs. Lincoln invited the military officers among his students with their girl friends for an evening in his home....

There was not much opportunity for athletic training for either men or women in those early days. Carrie Chapman Catt once told me that when she was a student ten years before our time, she noticed that the boys were getting in their military drill some fine outdoor exercise which the girls lacked. She asked General Geddes, who was the Military Commandant at that time, if he could not do something about it. The result was Company G, a voluntary company of girls with uniforms, manual of arms with spears, and much marching in the open air — an hour each day. That it filled a need was evidenced by the many years which the voluntary company continued....

The school year until 1900 began the last week in February and ended about the middle of November. The plan allowed a very short summer vacation and about three-and-a-half months in the winter. When I went home at the end of my first year I did not see how it would be possible for me to return, but I had had such inspiration from my teachers in mathematics, English, botany and history that I very much wanted to have at least another year.

I had hardly reached home when my father broke the news that the same Mr. Gilchrist who was responsible for my coming to college

now wanted me to teach the winter term in their district and to begin at once. My father thought he could supplement what I earned with enough for another year. Winter terms in country schools were largely attended by big boys, eighteen to twenty years of age, who thought arithmetic important and quite a test of a teacher. In this school there had been a man who couldn't get the problems and the boys would not let him stay. I tried this school with fear and trembling, conscious that some day I might find the problem I could not get. The higher arithmetic they used had the toughest problems I had ever seen, and I worked nights and weekends to be sure that I had them all well in advance of the class. The boys never knew how hard I worked to keep ahead of them.

Almost all students at Ames taught school in the winter vacation, and these student teachers were much in demand for the type of student who attended country school at that time of year. I was able to get a school each of the three vacations between my four years and so, with some help from my father and a little extra I earned the last two years as assistant to the preceptress, I eventually graduated.

The college had no personnel or placement bureaus in those days, so when Ada Mills and I separated after graduation in November, we decided to meet in Des Moines at the State Teacher's Association in the holidays to see what we could do about finding a place to teach. Not many other vocations were open to women in those days.

We had not been long in the hotel where the association met, until I recognized a Mr. Kingsbury who had been one of the "more-than-average" young teachers my father had chosen for our country school. He naturally was interested in knowing why I was there and, of course, I told him I was looking for a chance to teach — mathematics preferred. He then told me that he was a contractor in North Des Moines, was on the school board and believed I could fill a vacancy in their high school where the mathematics teacher was leaving at the end of the first semester. As a condition of my having this he urged me to help them out by teaching a month in a fourth grade room where a sudden vacancy had arisen.[43]

Maria Roberts did take the Des Moines fourth grade assignment, but was only one week into the job when she was invited to return to Iowa State to teach mathematics. She spent a long career there, teaching and serving as a dean of students. In 1940 her alma mater honored her with a doctor of laws degree and hung a portrait of her.

All four of these biographies illustrate personal success stories, but they also reveal the genesis of a problem. Iowa State

---

[43] *Biographies of the Scholarles Class of 1890 as Compiled for the 50th Anniversary*, s.v. "Roberts, Maria M."

had been particularly supported by farmers, and they felt a special attachment to the place. Some members of this interest group were so preoccupied by immediately applicable agricultural improvements that any time not spent on these seemed to them a waste. The implicit argument for giving Iowa State students pedagogical training was that they would be better teachers in the state's schools, the overwhelming majority of which were of the one room country variety. It was true that such training did improve teaching skills, but very few of the recipients made careers in the country schools. In all four cases cited above, the graduates taught in or administered town schools or collegiate institutions — if, indeed, they stayed in the state. Even those who dropped out without graduating — a large number compared to graduates in the nineteenth century — were usually in too much demand to settle in country schools for long.

From Welch to Beardshear

As Iowa State accomplished its educational goals under Welch, it tended to outrun some (though certainly not all) of the very agricultural interests that had originally supported it. In 1883 Welch went to Europe at the invitation of the United States Department of Agriculture to look at agricultural education there. While he was gone, a coup d'etat took place which ousted him as president. Welch stayed on as professor of psychology and history until 1887. He died two years later. In a funeral oration, Gue praised his friend for staying under these circumstances and made dark references to the selfish interests that had tried to ruin the college.[44]

There was a period of instability in the mid to late 1880s. Seaman A. Knapp was an Iowa State professor who succeeded Welch for one year, but without the support of the whole faculty. He was followed by Leigh Smith John Hunt, a dashing and autocratic young man who lasted a little more than a year — just long enough to alienate everyone except the undergraduate whom he married. William I. Chamberlain fared somewhat better, but he made so many references to his farm in Ohio that Iowa farmers grew tired of him. More serious was Chamberlain's introduction of fraternities and a suspicion from some of the agricultural group that he was too classical and elitist.[45]

Into this particular vacuum stepped William Miller Beardshear, one of Iowa State's legendary figures. Beardshear was born in 1850 near Dayton and grew up on an Ohio farm. He enlisted in the Union army at fourteen. After the War, he graduated in the classical course from Otterbein University and then spent two

---

[44]"Ex-Governor Gue's Address," *Aurora* 18 (April 1889): 6-9.
[45]Ross, *A History of Iowa State College*, pp. 106-13.

Used by permission. Department of Special Collections, ISU Library.

William Miller Beardshear had an almost intuitively correct grasp of situations and people.

29

years at Yale in Divinity School. He was ordained and served as a United Brethren minister for several years. In 1881 he moved to Iowa to become the head of Western College, a United Brethren college recently moved from Linn County to Toledo, Tama County, Iowa. He spent several years building up enrollment, physical plant, and curriculum. He also participated in the Iowa State Education Association and many teachers' institutes. He was in demand as a speaker because of "his power of thought and style of delivery."[46]

In 1889, Beardshear became superintendent of schools in West Des Moines. Some people apparently already had him in mind for the Iowa State presidency and wanted to get him some experience in the public sector. (The school superintendency was a frequent stepping stone to college positions in the nineteenth century) Two years later Beardshear became president as part of a compromise in which "Tama Jim" Wilson — a leading critic of Chamberlain and the perceived drift away from applied agriculture — would head up all of the agricultural and experiment station work. Beardshear was not a technically or scientifically oriented person, but he had no enemies and was full of "dynamic power and nervous energy. He was impressive in appearance and manner, tall, broad-shouldered, with black hair and beard, and piercing eyes."[47]

Beardshear turned out to be the ideal choice. He had an almost intuitively correct grasp of situations and people. He loosened some of the harsher restrictions of the past — for example the proscription of dancing — but at the same time seemed ubiquitous in keeping up with potential rule breakers. There are probably more extant stories of him and these kinds of episodes than of any other Iowa State figure. One tells of the night Beardshear walked a group of boys to Boone and back. They had arranged a drinking session at a farm house west of Ames, but as they were strolling casually away from campus, "Prexy" (the students' nickname for president) suddenly appeared. Greetings were exchanged, with the students remarking what a pleasant night it was for a walk. Beardshear heartily agreed, asking if he could join them. Of course they could hardly refuse. He set a pace that was little short of a trot, and began a monologue on the beautiful scenery, the glories of the Iowa countryside, the contributions of walking to physical health and vigor, and a number of other topics. The group breezed past the rendevous point, able only to cast a longing glance. The president walked the ringleader to Boone and back, barely reaching campus by morning. The

---

[46]"William M. Beardshear, D. D.," *Iowa Normal Monthly* 12 (February 1889): 366.

[47]Ross, *A History of Iowa State College*, p. 203.

exhausted boys apparently never figured out how "prexy" had learned of their plans.[48]

A recollection by Ernest Hocking (ex of 1896) gives another glimpse of the man:

President Beardshear was a remarkable man. Gifted with a certain eloquence, a strikingly tall and impressive figure, with unshorn beard. He taught us something called "philosophy," but from a textbook, a book of Sully's, a psychologist. He assigned readings in this from time to time, and then commented on them paragraph by paragraph. As an executive, he had no leisure to pre-think these comments, which tended to be more wordy than substantial.

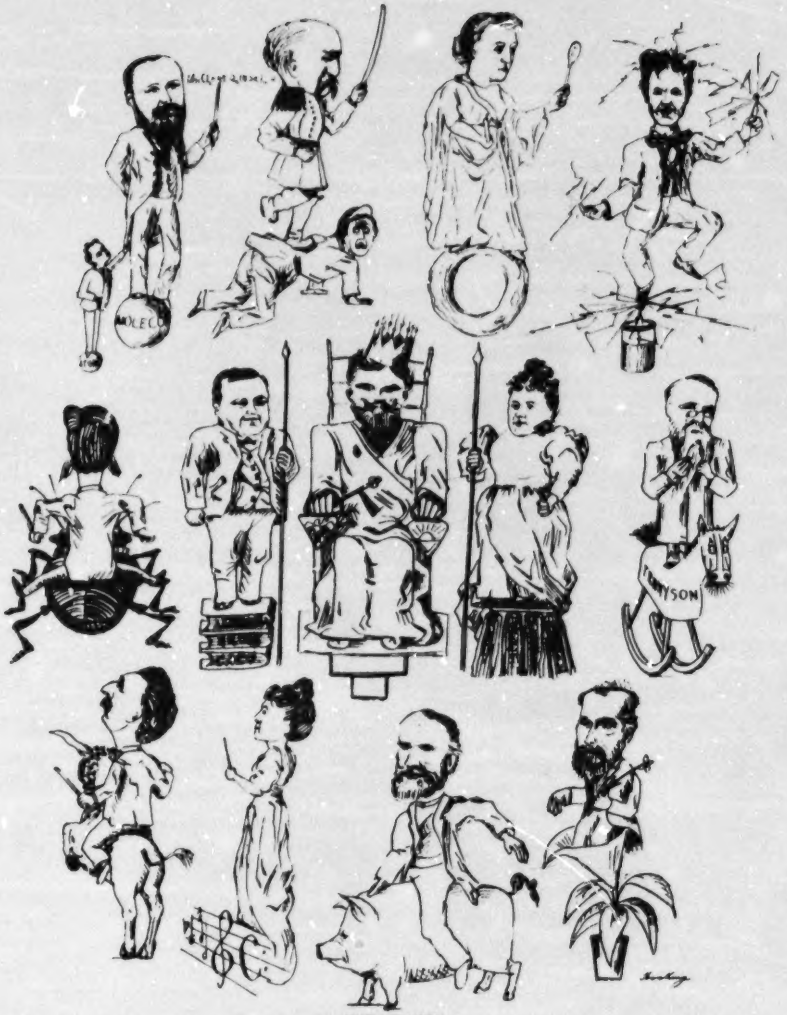
He had his own human nature, and his own perceptions of human nature, quite necessary for a college president. One illustration may be taken from the 1895 Bomb for the class of '96. One of the tasks of the chief artist was to make caricatures of the main figures of the College. One of these took an entire page, and was called "The Court." In the center, Prexy was flanked on one side by Professor Stanton, "Old Stanty," and on the other by Miss Doolittle, professor of English. Around these figures were draped eight or ten of the faculty, "Wild Bill" Franklin, of physics, playing with lightning, various others in chemistry, botany etc., and at the bottom another gentleman with a beard, astride a huge porker and flourishing a cornstalk as a whip. This was Professor Wilson of agriculture, a man of great dignity with some political aspirations, otherwise called "Tama Jim" and later Secretary of Agriculture. His daughter, Flora Wilson, was librarian (and to her I owe my introduction to William James, which changed the course of my life.)

Well, the caricatures were recognizable; and they were all taken in good part, except one. Professor Wilson went to the President and said to him that he "ought to protect his faculty from this kind of insult." The President was bound to act. I was sent for. I went with fear and trembling, seeing the possibility that my academic career could have a speedy termination. Prexy talked to me seriously for half an hour. At the end of that time, he turned to me with a certain finality in his voice. "Mr. Hocking," he said peremptorily. My heart sank. "Mr. Hocking, I trust that you will not offend in this way again!" I assured him that there was no chance of it. There was a faint smile on his face. We understood.[49]

---

[48]This story appears with minor variations in several accounts in the Beardshear Papers, Archives, Iowa State University Library. John Boyd Hungerford, among others, recounts the episode in his "Sketches of Iowa State College" prepared in 1935-40. Copy in the ISU Archives. Similar anecdotes may be found in Tom O'Donnell, "A Bum Rap for Bill Beardshear?" *Iowa State Daily*, 26 March 1982.

[49]Hocking to D. Kehlenbeck, 1 January 1955, Beardshear Papers. Hocking left Iowa State in 1896 without a degree, but earned B.A., M.A., and Ph.D. degrees at Harvard before studying in several German universities. He had a distinguished career teaching philosophy at Harvard. *Biographical Dictionary of American Educators*, s.v. "Hocking, William Ernest."



THE COURT.

Professor Wilson went to the president and said to him that he "ought to protect his faculty from this kind of insult." Caricatures (left to right) are of: top row—A. A. Bennett, James Rush Lincoln, Elizabeth Owens, William Suddards Franklin; center—Herbert Osborn, E. W. Stanton, W. M. Beardshear, Margaret Doolittle, W. H. Lynn; bottom—M. Stalker, Marie Chambers, "Tama Jim" Wilson, Lewis Herman Pammel.

Source: *The Bomb, Published by the Ishkoodahs, the Class of Ninety-Six of the Iowa State College of Agriculture and Mechanic Arts* (Ames: no printer, 1895): 66.

Chamberlain had continued pedagogical instruction in the psychology course after Welch was gone. In fact, he used Welch's book.[50] Beardshear taught the same general content under the rubric of philosophy, though as Hocking noted, the course lacked precision and sharp focus. Beardshear knew he was too busy to do justice to pedagogical studies and tried to secure an additional professorship for this subject. He had support from two state superintendents of public instruction and from two governors — Jackson in 1896 and Drake in 1898. Opposition was particularly strong from friends of the state normal school in Cedar Falls which had been founded in the mid-seventies when the state university discarded lower level normal instruction. There were also by then a number of private normals in the state, and most private colleges had added normal instruction. None of these schools' supporters wanted to see additional competition from Iowa State. Governor Leslie M. Shaw sided with them and against Beardshear, but a writer for the *Cedar Rapids Evening Gazette* was livid with indignation: "The legislature refused to grant it, but the president has established the chair of pedagogy just the same."[51]

What the *Gazette* writer probably referred to was the employment of O. H. Cessna to head and teach courses in psychology and history — both with particular reference to education. Born in Kenton, Ohio, he was twenty when he graduated as a member of Iowa State's first class in 1872. He earned a B.D. degree in 1885 from Garrett Theological Seminary, and held Illinois pastorates in Elgin, Dixon, and Chicago. He arrived at Iowa State in 1900 and soon developed courses in educational psychology and history of education. After the creation of the Department of Agricultural Education in 1911, the history of education courses were moved to that academic unit.[52]

W. H. Beardshear was an indefatigable lobbyist, planner, and administrator; however, in 1902 he suffered a heart attack. He still had lobbying work to complete in Des Moines, and he had just been elected president of the National Education Association. Today that organization is largely a teacher's union, but then it was the most prestigious association over which college presidents and school superintendents could preside. It was dominated by an "old guard ring" of which Nicholas Murray Butler — shortly to become president of Columbia University — was the

---

[50]Weller, "A History of Undergraduate Teacher Education," p. 77.
[51]16 February 1898.
[52]Weller, "A History of Undergraduate Teacher Education," pp. 108-16; *Iowa State College Graduates, 1872-1889* (Ames: Collegiate Press, 1939), s.v. "Cessna, Orange Howard," under class of 1872.

leading figure. Beardshear was the first "western man" to be elected in what was already building into a fight between the old guard and the "insurgents."[53] By the time he reached Minneapolis in July 1902 for the annual convention the strain of his many pressures was telling on him. He was too ill to deliver his presidential address, though he had insured that Carrie Chapman Catt and "Tama Jim" Wilson would speak to the group. He returned to the Iowa State presidential house on "the knoll." A few weeks later he died in his sleep. He was fifty-one.[54]

Education at Iowa State in the Twentieth Century

William Miller Beardshear was certainly not the last Iowa State president to be an active supporter of teacher training or advanced work in education, but he was the last whose own background, career development, and professional interest was mainly pedagogical, and he was the last to be personally involved in any extended way in teaching education courses. Therefore, his is the final presidential career that will be sketched in any detail in this monograph.

Had Beardshear lived another ten years, Iowa State would almost certainly have had a school, division, or college of education before he left the presidency. He had the commitment and skill and the time was right. Other major colleges and universities were forming such divisions. This included not only western universities like Iowa and Michigan, but major private institutions such as Chicago, Columbia, and NYU.[55] Elwood P. Cubberly was busy making enough money from his textbooks (and investments based on their income) to endow the school of education at Stanford, and even Harvard would succumb to the

---

[53] L. Glenn Smith, "The Changing of the Guard: William Torrey Harris and the Passing of the Old Order in the NEA," *Texas Tech Journal of Education* 8 (Winter 1981): 27-43; Joan K. Smith, "The Changing of the Guard: Margaret A. Haley and the Rise of Democracy in the NEA," *Texas Tech Journal of Education* 8 (Winter 1981): 5-25; Joan K. Smith, *Ella Flagg Young: Portrait of a Leader* (Ames: Educational Studies Press/Iowa State University Research Foundation, 1979), pp. 158-81.

[54] The Beardshear Papers contain a number of clippings and speeches about his death. The Beardshears were the first occupants of the presidential house; it was named "The Knole" by Mrs. A. B. Storms after one of England's finest baronial estates. President Raymond Peason thought she had misspelled it, and changed it to "The Knoll." Buildings and Grounds File, 1879 — (Series no. 4/8/4, Box 4), Archives, Iowa State University Library.

[55] *Report of the United States Commissioner of Education, 1891-1892* 2 (Washington, D.C.: U. S. Government Printing Office, 1892): 725ff. Jesse M. Pangburn, *The Evolution of the American Teacher's College*, Contributions to Education no. 500 (New York: Teachers College, Columbia University, 1932).

pressure by the 1920s.[56] But given the external jealousies within the state, and the many other needs to be met and battles to be fought, it was simpler to scatter education courses through a variety of administrative divisions as the need arose. This is just what happened.

Iowa State could hardly have avoided developing work in education even if the faculty had wanted to (and there is no evidence of internal resistence in any case).[57] Various pieces of federal legislation beginning in the 1890s and continuing well into the twentieth century encouraged or mandated a role for land-grant colleges in the preparation of agricultural and vocational teachers for secondary schools. Encouraged by this legislation and in response to real needs that faculty members saw, programs developed and evolved.

Administratively, these programs began to take separate forms in the teens and twenties. A department of agricultural education was created in 1911 under Ashley Van Storm. In 1913, Storm went to the University of Minnesota and Guy M. Wilson headed the department. In 1919 a department of vocational education split out of it. Wilson headed both until 1924 when he left to become the first full-time professor of education at Boston University. William H. Lancelot then assumed the direction of vocational education, and agricultural education became a division within the Department of Vocational Education. In that same year the Department of Home Economics Vocational Education was created out of offerings in the Department of Home Economics. This general area had supplied methods courses to its majors who wanted to teach since shortly after the turn of the century and had no doubt included methods of teaching in courses during the eighties and nineties. This department was under the direction of Cora B. Miller. Both men's and women's physical education departments were outgrowths of the military training program of

---

[56]Harvard had led the liberal arts colleges in a mid-nineteenth century move to make the B. S. degree inferior to the B. A., a move which was effectively countered by Iowa State and other land-grant institutions making the B. S. a four-year course like the B. A. In the twenties, Harvard led the move to make the Doctor of Education degree reflect the second class status that pedagogical studies suffered in the eyes of the liberal arts faculty. To the credit of Iowa State, it did not follow this move to assign inferior status to education as a field of study.

[57]Pedagogy (the usual term was "education" after the turn of the century) seems to have been a reputable area of study at Iowa State throughout the institution's development. More elitist institutions tended to retain some of the working class stigma that attached to the "normal school" aspects of the field's development. Cf. Henry C. Johnson, Jr. and Erwin V. Johanningmeier, *Teachers for the Prairie: The University of Illinois and the Schools, 1868-1945* (Urbana: University of Illinois Press, 1972).

the nineteenth century, though A. S. Welch had asked for a special professorship in his original plan. Physical education for men became a department by that name in 1924 under T. Nelson Metcalf. A year earlier Winifred R. Tilden took over leadership of women's physical education in a department that had earlier been called the Department of Physical Culture for Women. Both departments had been offering methods and coaching courses since the teens.[58]

Except for physical education, the departments all were vocationally oriented. This is no surprise, given Iowa State's original mission and course of evolution, but the elements of change were present from the beginning. There were two reasons for this. The first was that educational history, philosophy, psychology, methodology, organization, administration, and practice had a central core that extended across all curricular lines. Having acquired or developed experts in these fields — even if originally it was with reference only to agriculture, home economics, or various trades — the institution had professors who knew pedagogy far beyond its specific application to a given curriculum. The second reason change was inevitable was that American (and Iowa) agriculture, industry, and society were in process of rapid evolution. The very success of Iowa State researchers (and those in other institutions) in advancing technology — from better plows and seeds to the computer — meant that fewer people would live on farms and more in cities. Iowa was changing from rural to urban and from an introspective to a world outlook. The universities in the state certainly had to change as well. In the process, the Iowa State faculty in education sometimes found themselves at odds with the most rural of Iowa's families.

Educational Change in Iowa

The number of one room country schools in Iowa increased steadily throughout most of the nineteenth century. The question of "school consolidation" has agitated people in Iowa off and on during most of Iowa State's existence. (Successful consolidation campaigns occurred around 1900, again in 1919-20, briefly in 1925, and in the 1950s and 1960s).[59] Despite much pressure from Iowa State, and other centers of higher education, the one room, country school remained more the norm than the exception in much of the state until after the 1920s. We have already noted that college graduates usually did not return to rural schools. Country school teachers continued to be those who were not able to afford college, but many were working to save money for just that

---

[58]Weller, "A History of Undergraduate Teacher Education," pp. 200-265.

[59]*The Palimpsest* 37 (January 1956) is entirely devoted to the school consolidation story. George S. May wrote all of the articles in the issue.

purpose. Rowena Gates Clement is a perfect example of such a person in the 1910 to 1920 period. Her experiences illustrate the problems of the rural schools, and the teacher determination that often made them work anyway.

I went to Simpson Academy at Indianola in 1909-1910 for the first semester. When father came after me...for the semester break he said that my schooling at Simpson was costing him an "awful lot" so I volunteered to quit school. It broke my heart to say it, but I loved my father and I knew he had two fears. One was that he might be accidentally killed on the farm, for farm work was so hazardous. (His father had been killed when a horse threw him on the pommel of the saddle and his mother was left with four small boys and the farm.) The second fear was that a serious illness could wipe him out financially, and he was very solicitous about his family. I also knew he did not have much money with corn just 10¢ a bushel.

He did not take me back to Simpson later in February so I stayed at home and was cross to everybody. After about three weeks, I overheard my mother tell my father, "We've got to do something with Ena — we can't live with her." The following Saturday he took me back to Simpson Academy, but I did not register. I did pay my board at Mary Berry Hall. Then I went to class three weeks free-gratis. No one asked me for my schedule or proof of entry.

As soon as I was back at the Academy, and father was safely out of town, I went to...the office of the county superintendent of schools and asked to take the teachers' examination. I had finished the 8th grade country school at Lynn Grove and one semester at the Academy. In four weeks I was notified that I had passed the examination and there was a school — Mt. Ayr — seven miles from Sandyville, Iowa, that I could have. If I accepted the school, I must not sign a contract or collect my salary until I had passed my 18th birthday which would not be until the day before school was out on Friday.

I telephoned the great news to mother and on the following Saturday went to the depot early to take the train to Sandyville. On the train was a Simpson student preacher, John Simmers, so I asked him that since he was going to preach at Sandyville on the next day would he drive me out to the school secretary's house seven miles away where I was to stay. I rented a livery horse and buggy, and John did drive me out to my boarding place. He let me out of the buggy, turned around and went back. Immediately loneliness and homesickness overpowered me — and these two emotions were to be my constant companions as long as I taught in the country.

On Monday I went to the school house. I was perfectly at home in the school room. There were four bare walls, a slate blackboard, chalk, a floor that needed a broom, desks for the children, a teacher's desk, and a recitation set. Oh yes, a pot-bellied stove, shovel, dust pan and hooks on the walls in the back.

That morning I could hardly wait to ring my bell. I expect I rang it early (I carried an alarm clock for time). The children came tip-toeing in (the only time they did) for they had a new teacher, one who smiled alot. The children sat where they pleased and I seldom changed a seat. There were around twenty freshly scrubbed pupils and how I enjoyed each one! They had brought their own lunches, usually in tin buckets, slates with red yarn around them on each side, and slate rags as well as their own text books.

There was a pump outside the door so water was accessible. Of course, there was just one dipper, and as each student drank he held the dipper over the bucket, and if there was water left in the dipper after he drank it was poured back into the bucket.

On the second morning after the children were all seated, I put a chair by the door, climbed up on it, and deposited eight or ten willow switches back of two nails I had pounded in previously. Not a word was said and no switch was ever used.

The teacher and the children played shinney and blackman. Sometimes it was baseball, drop the handkerchief, and ring around the rosy. On rainy days the pupils stood by their seats and jumped and bent and reached. Then they put their hands on their hips and stretched and twisted. They lifted their feet and legs and arms and moved their heads in a circle. But rainy days were not happy days.

Everyone behaved except for whispering. I would glare at the culprit so the whispering soon stopped. I think this is how I developed my school teacher stare.

I was eighteen on May 30th, so on the last day of school, May 31, 1911, I received one check for $70 for two months of employment. I paid my land lady $5 per week for board for eight weeks and had $30 left, but the whole experience was better than "working out" by the day or week in some one's home — my other alternative.

I came home to Norwalk to the farm and within a week I received a letter from the president of the school board, who was a widower. He explained that he had a certain number of hogs (but didn't mention his two children), so many cows, so much land. "Will you come and marry me?"

So I guess my first term of teaching was a success in some ways.[60]

Rowena Gates Clement did not marry the board president. The next year she taught at Middle Valley School in Warren County. Of that experience she wrote, various tramps "would crawl in a school window, use my kindling and bucket of coal to keep warm and leave me with gray cold ashes for the next morning....I froze my feet one Monday morning and have suffered some effects from

---

[60]"My Teaching in Warren County," 12 p. typescript MS 116, Box 1, in Rowena Gates Clement Papers, Manuscripts Division, Iowa State Historical Society, Iowa City, Iowa.

it ever since." From there she went to Wright County where she taught three months and was summarily dismissed. Fifty years later, she learned that the school board president had left his wife and disappeared in Illinois. However, no one explained at the time why the job had ended. She took a job at Big Horn in Warren County. That went well until she accepted a date with a young man named Wesley. What she hadn't known was that his father was in prison for arson. "That black-balled me as a teacher in that community," she said. "Tenure was a fragile thing in those days."

Rowena Gates Clement taught several other country schools before earning a degree in art at Iowa City and then spending a long and successful career teaching that subject in Des Moines. Her concluding reflections on rural teaching sum up the experiences of many other young women before and after her:

> The school teacher was the topic of conversation at home and in social groups — she was blamed "if she did and blamed if she didn't." The loneliness of a young woman who was teaching in a strange community was cruel and it hurt! In order to live a teacher had to be a loner. Letters brightened the days temporarily. Along with the enjoyment of teaching children in the country school came the homesickness at night. There was so little to encourage a young person to stay long in a community. Dating was permissable, but only made neighborhood gossipers more imaginative and conversation more spicy, so was seldom advisable. It took courage, good health, and determination to succeed...[in] a country school.[61]

Given the realities illustrated by Clement's experiences, it is perhaps no surprise that educators at Iowa State tended to favor closing the one room schools in favor of larger consolidated operations. Opposition to this came from two sources. One was transportation. Until roads reached an adequate level on a year-round basis (about the mid 1920s in most areas), it was not very practical for children in many regions to try to commute more than two or three miles. Even after advancing technology made this no longer a problem, resistence continued. Farmers were afraid — and not without justification — that their control over the schools would diminish while the amount they paid would increase.[62] Much of the educational research (in the form of M.S. theses) at Iowa State in the 1920s and 1930s was designed to reduce this opposition, but William Lancelot and his students

---

[61]Ibid.

[62]The development of America's one room country schools has not been well researched. Critics of urban schools in the 1970s sometimes advocated a return to the one room school on both pedagogical and political grounds. See, for example, Michael B. Katz, *Class, Bureaucracy and Schools: The Illusion of Educational Change in America* (New York: Praeger, 1971).

seem to have had the conclusions in mind before the research was started in most cases.[63]

Leading Up to a College

The four departments mentioned earlier continued to house most of the education offerings. In 1930, a department of child development was added in the home economics division. This would eventually spawn a major in elementary education. The Department of Home Economics Vocational Education had dropped "vocational" from its title in 1928. As enrollments grew, and the number of people entering teacher certification programs increased, the lack of coordination among the various departments caused some difficulties. In 1935, the head of vocational education assumed the additional title of "Director of Teacher Training." When Lancelot retired in 1936 Barton Morgan, who had been a member of the Department of Vocational Education for several years, took his place as department head and director. Ray Bryan succeeded him in 1950, but the title of director seems to have been dropped by then.[64]

By 1960 the need for further coordination produced a teacher education committee chaired initially by the head of vocational education, Ray J. Bryan. During this time, student numbers continued to grow. Doctoral work, which had begun in the late thirties, picked up. Before 1960, it was already clear that enrollments would continue growing and that further organizational adjustments were inevitable. By then, Virgil S. Lagomarcino had joined Ray Bryan in planning some of the changes. A native of Waverly, Iowa, Lagomarcino had earned his B.A. at Coe College and an M.S. at Drake before taking a Ph.D. in the Department of Vocational Education at Iowa State. He had taught in Vinton before serving as superintendent of schools, first at Keystone and then at Anamosa. He accepted a faculty position in 1955 and would play a key role in the transformations that eventually led to the establishment of a College of Education in 1968. In the meantime he became Director of Teacher Education in 1961 and chairperson of the newly created university-wide teacher education faculty. One year later the Department of Vocational Education dropped the word "vocational" and a separate curriculum in

---

[63]See, for example, Robert G. Simpson, "A Social and Educational Survey of the Rock Valley (Iowa) Community" (Master's thesis, Iowa State College, 1925). The study details many reasons for consolidation, even though the one room school proved to be much cheaper to operate. Most master's theses in education in the 1920s and 1930s at Iowa State centered around issues having to do with improving rural schools, and often advocated consolidation.

[64]Weller, "A History of Undergraduate Teacher Education," pp. 229-33.

elementary education was established in the child development department.[65]

Through the sixties, student numbers increased rapidly. This necessitated the addition of several assistant professors and resulted in a substantial increase in specialists in several different educational fields. Graduate research topics began to reflect the expanded areas of interest.[66] In 1965 W. Robert Parks became president of the growing university. He had been a member of the teacher education committee, beginning in 1960 while serving as dean of instruction and continuing for a time after 1961 when he became vice president for academic affairs. He was committed to Iowa State's development as a "broad based" institution. Creation of a college of education was part of his plan. It was the first new major academic division to be established at Iowa State in more than fifty years, though it would not be the last to be created under Parks' leadership.

When the college officially came into being in 1968, Virgil Lagomarcino was the natural choice for dean. He understood both the state and the university. He knew the constituent elements of the new college intimately. It would take sensitivity to mold a cohesive college out of elements that had resided in various other academic colleges and units. It is too soon, and events are too close in time, for an objective assessment of the first years of the college, but the faculty and administrative stability that has characterized the fourteen years since the unit was created indicate a positive ultimate assessment.

The organization of the new college took place through a five-year transition period starting in September 1968. No departments existed until 1973, but four administrative units were created: (1) secondary education was under the direction of Harold E. Dilts, (2) elementary education was supervised by Jess R. Beard, (3) professional studies in education was directed by Ray J. Bryan, and (4) industrial education was looked after by Lowell Carver until 1970 when William D. Wolansky became "professor in charge." Both Carver and Wolansky reported directly to Dilts. These four areas became departments in November 1973, and were headed by Dilts, Beard, Bryan, and Wolansky. At the same time, the Department of Physical Education for Women moved into the college from home economics where it had been

---

[65]Ibid., pp. 306-405.

[66]The first Ph.D. in education was given in 1941 and the numbers remained at less than eight per year until 1965. After the late sixties, however, twenty to thirty per year were common, and in some years the number exceeded thirty. Topics ranged from analyses of local schools to histories of European universities and international comparisons.

located, and the Department of Physical Education Men came into the college from sciences and humanities. These two departments were consolidated in 1974 with Barbara E. Forker as head. She had previously directed the Department of Physical Education for Women.

By the end of the 1974-1975 academic year, the structure of the new College of Education was developed. William A. Hunter had left his position as dean of education at Tuskegee to direct the newly created Research Institute for Studies in Education (RISE). Norman Boyles had agreed to coordinate extension programs and Wallace C. Schloerke had assumed supervision of student services. J. Stanley Ahmann left his directorship of the National Assessment of Educational Progress to replace Ray Bryan when the latter retired in 1975. All members of the Department of Agricultural Education, headed by Harold Crawford, and of the Department of Home Economics Education, headed by Ruth Hughes, were on joint appointments in the College of Education. A number of other people (mainly from the College of Sciences and Humanities) who were members of the university teacher education faculty also held joint appointments with the College of Education. In addition to his departmental administration, Harold Dilts was associate dean after 1973. In 1976 Larry Ebbers filled the newly created position of assistant dean.[67]

Putting the organizational elements of forming a new college aside, one overriding difficulty presented itself, and that was the lack of an appropriate physical plant. Faculty, administrators, and programs were scattered all over a very large campus. Original plans called for a new building to be completed by 1972, but it would take more than a decade of planning, replanning, and systematic effort before the legislature was finally able to appropriate the money for remodeling the Quadrangle which had been built in 1912 for veterinary medicine. It was left vacant in 1975 when that college moved to new facilities.

Every year, from 1968 to 1978, faculty heard Dean Lagomarcino say at the fall meeting opening the academic year that we were still working for a building. Finally, in the fall of 1981 everyone was moved into a remodeled Quadrangle. People who had previously seen each other very occasionally at meetings passed one another every day in the hallways. A subtle change seemed to take place. Faculty communicated much more frequently with each other, and student morale improved. C. H. Stange had noted the same phenomenon more than half a century earlier when veteri-

---

[67]Hunter retired in 1979, and Richard Warren became Director of RISE. Information on the transition period of the College is in several documents in a historical file stored in the dean's office.

nary medicine first occupied the same quarters. "It is but natural for any normal human being to react to the character of his or her surroundings," he reminded his readers.[68] Indeed, it is.

One other parallel may be worth noting for the psychologists and educators who have just recently moved into the "new" Quadrangle. Not only was Iowa State apparently the first institution to offer on a sustained basis pedagogical instruction as part of a collegiate course, it was also the first institution to establish a separate school or division of veterinary medicine. Both items were part of Adonijah Welch's planning. The Iowa State University College of Veterinary Medicine is ranked among the very top institutions of its kind in the world today — after a sixty-five year residency in the Quadrangle!

In one sense, Iowa State's 114 years of teacher education can be viewed as merely the basis for a solid beginning. Born out of a reform commitment, developed as an integral part of a truly original institution,[69] growing slowly in response to real needs and not quickly to copy what someone else was doing, it gives one a sense of optimism for the future. With city schools in difficulty all over America, with pressing educational needs evident throughout the world, the time is right for new efforts. In the Iowa State context, a botanical metaphor is hardly out of order and Benjamin Gue has provided one. It was just such an occasion of celebrating a beginning that engendered his remarks. They seem uniquely appropriate for Iowa State's "new" college of education in a "new" home:

> We have already passed through the stages of doubt, ridicule, reproach, slander, ignorant fault finding, and malicious misrepresentation, unscathed....At every step of advance we see new light ahead; the dark days of despondency and gloom have vanished before unyielding faith, and tireless work.
>
> We do not expect unmeasured prosperity and cloudless skies in the future; mistakes will occur, and errors of judgment attend all human undertakings; but so long as we are not too wise to learn, they only delay, never defeat a good work, if the workers are true to themselves and the cause. *Eternal vigilance is the price of Liberty, no more surely than is unyielding persistence the price of Success in all great reforms.*
>
> Colleges and Universities, in the true sense of the term, do not rise up in a day, or a generation; they are of slow growth, like the

---

[68]C. H. Stange, *History of Veterinary Medicine at Iowa State College* (Ames: Semi-Centennial Committee, 1929), p. 71.

[69]Lawrence Cremin [*American Education: The National Experience, 1783-1876* (New York: Harper & Row, 1980), p. 12] calls the land-grant university one of America's "autochthonous" — that is, original — institutions.

giant oak. Weak in the beginning, they strengthen with age, and rocked with the winds, and rent with convulsions, they grow on, breasting the storm and towering aloft, as centuries roll by, annually shedding from their massive branches countless germs of other little oaks, from which in time grow up mighty forests.[70]

[70]*Addresses Delivered at the Opening of the Iowa State Agricultural College,"* p. 14.

Library of Congress Cataloging in Publication Data

Smith, L. Glenn (Leonard Glenn), 1939-
Teacher education at Iowa State University, 1868-1982.

Includes bibliographical references.
1. Teachers—Training of—Iowa—History. 2. Iowa State University—History. I. Iowa State University. Research Institute for Studies in Education. II. Title.
LB1715.S4834 370'.7'109777655 82-7623
ISBN 0-943206-00-6 AACR2

Teacher Education at Iowa State University, 1868-1982

Set in Bookman Medium and Light by Typeco, Inc. of Des Moines, Iowa

Printed and Manufactured by Wallace-Homestead Company of Des Moines, Iowa